

Effectiveness of Research Methodology Orientation Program under RCI for Special Educators of Maharashtra

Dr. Sathana Sonu Tandle

Associate Consultant, Centre for Disability Studies (CDS), Under the School of Education, YCMOU Nasik Maharashtra, India

Abstract: *The present study aimed to investigate the effectiveness of the Research Methodology orientation program under RCI for Special Educators of Maharashtra. The sample comprised of 30 Special teachers working in mainstream schools under SSA in all districts of Maharashtra. The researcher developed achievement tests (Pre and Post - test) using scientific steps of tool development. The researcher has taken a pre - test before being given orientation of Research methodology then after orientation program gave post - test. The researcher has used paired t - test was used to compare the pre and post - test scores of the special educator. The findings indicate that the treatment has given or orientation program was effective to special educator groups.*

Keywords: Special Educator, RCI, Research Methodology Orientation program

1. Introduction

Research is an essential factor not only in education but also in everyday life. Gyorgyi (2016) stated, "Research is to see what everybody else has seen, and to think what nobody else has thought." Research developed our critical, logical thinking and gives us knowledge and information, and it helps us to apply it in our life. Research is the best way to find out the truth behind every action. The field of special and inclusive education has the uniqueness of each child henceforth, the teacher should treat as per the child's need. According to Timperley, Wilson, Barrar, & Fung (2008), education is continually evolving, with educators and educational theorists involved in an ongoing search for innovative and effective methods and teaching strategies to meet the unique needs of each student. Hereafter, this approach is perhaps most essential in special education and the inclusive classroom. According to Homewood, Rigby, Brew & Rowe (2011), Research - based teaching is a kind of interactive teaching and learning practice. When a teacher uses research to inform his or her teaching practice i. e. in the content of teaching and other materials, regularly uses ideas and day - to - day examples from his or her research or that of the education field it helps in clarifying the complex facts and figures and foster student engagement and learning. Research encompasses discussion - based, issue - oriented modes and many other kinds of teaching methods to train students to be good at finding and asking questions, to explore and solve the problems (Xinying Shi et, al., 2015).

"In the education system teachers and faculty as the heart of the learning process" (NPE, 2020). The teacher is not only listening but also coaches, mentor, and ideals for their students. They help to shape their academic goals and motivate them to achieve that. In the 21st century, the teacher role has changed. The 21st - century classroom needs are very different from the 20th - century ones. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in the future. Hence, the

New National Education Policy (2020) emphasis on the professional development of the teachers. Each teacher will be expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their professional development, driven by their interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency - based learning, and related pedagogies, such as experiential learning, arts - integrated, sports - integrated, and storytelling - based approaches, etc. According to Hill (2007) states that professional development can enhance teaching and learning and teacher learning can lead to increased student performance. Therefore in the Rehabilitation Council of India (RCI) and the recent policy of Education NEP (2020) instructed teachers have the compulsion to up - gradation of knowledge to continue their service in the field of education or special education.

RCI is the regulatory body of the training of rehabilitation professionals. They have an additional responsibility to ensure that professionals in these fields update and upgrade their knowledge and skills continuously. RCI has given a license to the rehabilitation profession for a specific period and professionals have to upgrade their knowledge then only they will get the license for the next five years. This type of renewal is essential to work in the field of special education. Because of these reasons all special educators have been attended CRE (Continuing Rehabilitation Education) programs which have conducted all over India. According to Singh (2015), Research is an integral part of a student's life. It allows the student for self - learning and prepares students for life. The purpose of education is not only to collect degrees but also to improve students' overall development. A teacher must motivate and inspired students to adopt new approaches of research in going beyond the borders of the curriculum. By doing research work, one can contribute to the overall wellbeing of the society in a pandemic Situation all CRE programs had been conducted online only. Online learning

is the best option it is flexible and teachers can update their knowledge from their pace and time. Pandemic situations introduced distance learning. Hence, the present researcher the question fell it effective online orientation? Hence, the present researcher planned to study the following research Purpose of the Study:

The purpose of this research study was to evaluate the effectiveness of implementing the orientation program for the participated special educators in the CRE program.

2. Aim of the Study

To study the effect of research orientation lecture on the achievement of special educators who have participated in the CRE program.

3. Objective

- 1.To compare the pre and post - test achievement of special educators in research orientation of CRE program.

Hypothesis:

H₀. There will be no significant difference between teachers' achievement pre and post - test of the orientation of research methodology.

H₁. There will be a significant difference between teachers' achievement pre and post - test of the orientation of research methodology.

4. Methodology

In the present study the researcher has used a quasi - experimental single group pre - test - post - test design. The single group was used due to the lack of availability of equivalent experimental and control groups. The researcher had taken the test before treatment and after treatment. In this research, the sample was randomly chosen 30 special educators from all over Maharashtra who have participated in the CRE program. In the present research, the researcher - made achievement test was used for the data collection. Data collected using by online google doc. test.

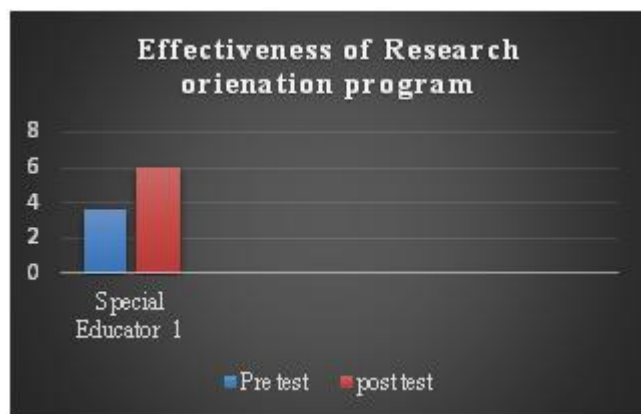
5. Data Analysis:

To test the hypotheses the researcher used a non - parametric t - test for comparing the mean scores of the Singal special educator group. The results are depicted in Table 1.0.

Table 1.0

Sr. No.	Group	Mean		Mean gain	t - value		df	Significance level at 0.05	H ₀
		Post	Pre		Cal. value	Crit. value			
1	Special Educator	5.97	3.59	2.38	7.16	2.04	30	Significant	Rejected

The above Table 1.0 shows that the obtained t - values of a group of the special educator (7.16) is greater than critical t - value (2.04) for df =30. Hence the null hypotheses were framed for a group of special educators. It means that the post - test scores are significantly greater than their corresponding pre - test scores. Therefore it may be concluded that the treatment given to the special educator group is effective. The graphical representation of this result is given in graph 1.0.



Graph 1.0: Comparison of pre and post - test of Research orientation

6. Discussion

The present study concludes that the research orientation program is effective to participate special educators in the CRE program. Teachers do not have sufficient knowledge about research methodology because most of the teachers from rural areas and Diploma holders had 1 to 20 years of teaching experience. Because of the teaching experience, they have completed their education 10 to 20 years ago. If we will see the syllabus of Diploma Special Education (DSE) then we can see in that syllabus research theory and practical knowledge is too little. It may be in the present researchers' orientation program of research methodology which is called as CRE program was Effective for the participated special educators group.

Reference

- [1] Gyorgyi. A (2016) How does research impact your everyday life? retrieved from <https://www.studyinternational.com/news/how-does-research-impact-your-everyday-life/>
- [2] Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). Teacher professional learning and development (Vol.18). International Adacemy of Education.

- [3] Winchester - Seeto, T., Homewood, J., Thogersen, J., Jacenyik - Trawoger, C., Manathunga, C., Reid, A., & Holbrook, A. (2014). Doctoral supervision in a cross - cultural context: Issues affecting supervisors and candidates. Higher Education Research & Development, 33 (3), 610 - 626.
- [4] Homewood, J., Rigby, B., Brew, A., & Rowe, A. (2011). Research enhanced learning and teaching: learning through scholarship. Retrieved from https://www.researchgate.net/publication/265468983_RESEARCH_ENHANCED_LEARNING_AND_TEACHING_Learning_through_scholarship
- [5] Shi, X., Xue, Z., & Zhang, H. (2015). A study on the research - oriented teaching courses reform in Chinese colleges and universities. International Journal of Information and Education Technology, 5 (4), 260.
- [6] National Policy of Education (NPE) (2020) Ministry of Human Resource Development retrieved from https://www.education.gov.in/sites/uploadfiles/mhrd/files/NEP_Final_English_0.pdf
- [7] Hill, H. C. (2007). Learning in the teaching workforce. The future of children, 111 - 127.
- [8] Singh, A. (2015). Importance of Developing Research Orientations in Colleges. International Journal of Information and Education Technology, 5 (4), 260.

coursework development, instructional design, course writing and editing of course materials and question paper setting for B. Ed. Special Education program. She is widely involved in various organizing committee of program at YCMOU Nashik.

Author Profile



Dr. Sadhana Sonu Tandle is an Associate Consultant for B. Ed. in Special Education program and coordinator of B. Ed. Special Education (HI) of study centre at Yashwantrao Chavan Maharashtra Open University Nashik.

She received her doctoral degree Ph. D. (Special Education) from University of Mumbai 2019, M. Ed. (Spl. Ed. Hearing Impairment) from University of Mumbai in 2013, M. A. (Marathi) from Yashwantrao Chavan Maharashtra Open University in 2017. B. Ed. . (Spl. Ed. Hearing Impairment) from University of Mumbai in 2011 and B. A (Eco & Socio) from University of Mumbai in 2010. She is working in the field of special education since 8 years.

Dr. Sadhana Tandle' main research interests are in the areas of '21st century's' role of teacher, life skills of children with disabilities and Inclusive Education and Education of Underrepresented group of Society in India. She has 8 publications in National and International journals and She written 7 chapters of various courses for Self Instructional Material (SIM) of B. Ed. Special Education Program of YCMOU Nashik. She trusts on the use of ICT and online learning for betterment of Inclusive Education Field. Because of that she has developed one MOOC for teachers under the project of OER4BW UNESCO.

She is a resource person for many training programmes, seminars and workshops. Delivered many invited talks at various Universities, Institutes and Sarv Shiksha Abhiyan Govt. of India. She is widely involved in course design,